DOCUMENT RESUME

ED 463 998 SO 033 695

TITLE	Kentucky Core Content for Arts and Humanities Assessment.
INSTITUTION	Kentucky State Dept. of Education, Frankfort.
PUB DATE	1999-09-00
NOTE	55p.; For the Social Studies Assessment, see SO 033 694.
AVAILABLE FROM	Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601. Tel: 502-564-4770; Web site: http://www.kde.state.ky.us/.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Standards; *Art Education; Core Curriculum; Elementary Secondary Education; *Evaluation Criteria; *Humanities; Public Schools; *State Standards; Student Educational Objectives; *Student Evaluation
IDENTIFIERS	*Kentucky

ABSTRACT

Using national sources, the Kentucky Core Content development committee defined the arts as creating, performing, and responding to dance, music, theater; the visual arts; and literature. The committee defined the humanities as the beliefs, thoughts, and traditions of humankind as reflected in history; philosophy; religion; dance; music; theater; the visual arts; and literature. The Core Content for Arts and Humanities Assessment, in combination with the Academic Expectations, provides the focus for assessment on the Kentucky Core Content Test (KCCT). The Core Content for Arts and Humanities Assessment is based on Kentucky's Learning Goals and Academic Expectations and has been influenced by various national standards and current work from other states. In this booklet, Core Content for Arts and Humanities Assessment is arranged in a matrix that shows the relationship of the arts to the humanities and divides achievement expectations in the arts into three categories: creating, performing, and responding. The arts are listed on the left side of the matrix. Since the creating, performing, and responding sections of the Core Content lead students to develop and demonstrate an appreciation for the arts, the humanities is represented on the matrix by the responding category and the resulting appreciation, and encompasses all the arts. The creating, performing, and responding categories at the top of the matrix indicate the teaching and learning processes for the arts. Code numbers are listed before each content statement and used to identify, track, and collect data on KCCT questions. AH represents arts and humanities, while levels are indicated as E (elementary), M (middle school), and H (high school). Other numerals indicate the arts discipline, the content strand, the artistic process, and the specific content bullet. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 463 998

Kentucky Core Content for Arts and Humanities Assessment

Kentucky Department of Education
500 Mero Street
Frankfort, KY 40601
502-564-4770

September 1999

SO 033 695

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

A. ARRASTIA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Core Content for Arts and Humanities Assessment

The Core Content for Arts and Humanities Assessment, in combination with the Academic Expectations, provides the focus for assessment on the Kentucky Core Content Test (KCCT). The Core Content for Arts and Humanities Assessment, developed by Kentucky's educators, is based on Kentucky's Learning Goals and Academic Expectations and has been influenced by the National Standards for Arts Education (Music Education National Conference), the National Assessment of Educational Progress (NAEP) Assessment Framework, and current work from other states.

The development process has been sensitive to the need for addressing important issues and concerns such as: 1) determining the scope of the assessment, 2) determining the nature of the assessment and specifying its content, and 3) balancing the vision of a comprehensive arts assessment program with a realistic view of current limitations.

Definitions of the Arts and the Humanities

In developing the Core Content for Arts and Humanities Assessment, the necessity for defining many of the terms and showing the connections among the various disciplines in the arts and humanities became apparent. Using national sources such as the NAEP Assessment Framework and the definitions of the arts from the National Endowment for the Arts, the Core Content development committee has defined the arts as:

> *creating, performing, and responding to dance, music, theatre, the visual arts, and literature.*

The committee has defined the humanities as:

the beliefs, thoughts, and traditions of humankind as reflected in history, philosophy, religion, dance, music, theatre, the visual arts, and literature. The study of these subjects promotes an understanding of the connections among the arts and their historical and cultural contexts and fosters an examination of these common elements.

THE ARTS AND THE HUMANITIES MATRIX

Core Content for Arts and Humanities Assessment is arranged in a matrix that shows the relationship of the arts to the humanities, and divides achievement expectations in the arts into three categories: Creating, Performing, and Responding.

The arts are listed on the left side of the matrix below (Figure 1). Since the Creating, Performing, and Responding sections of the Core Content lead students to develop and demonstrate an appreciation for the arts, the Humanities is represented on the matrix by the Responding category and the resulting appreciation, and encompasses all the arts.

Figure 1

Core Content for Arts and Humanities Assessment

Humanities

	CREATING 2.22	PERFORMING 2.22	RESPONDING 2.23-26
Dance			
Music			
Theatre	For theatre, most creating and performing is integrated in theatre activities.		
Visual Arts	For the visual arts, performing behaviors are found in the creating category.		
Literature	For literature, responding to a variety of authors and genres provide a greater understanding and appreciation for the social, cultural, and historical contents that influence great writers.		

APPRECIATION

The above is based on specific knowledge and skills from Goals 1 and 2 of Kentucky's Learning Goals and Academic Expectations (1.12-1.15 and 2.22-2.26).

Adapted from the National Assessment for Education Progress Framework

Core Content for Arts and Humanities Assessment

The Creating, Performing, and Responding categories at the top of the matrix (on the previous page) indicate the teaching and learning processes for the arts. The statement at the bottom of the matrix stresses the importance of these processes in relation to the knowledge and skills found in Goals 1 and 2 of Kentucky's Learning Goals and Academic Expectations. The cells that make up the body of the matrix illustrate the relationship among the learning goals and various processes.

DEFINITIONS OF CREATING, PERFORMING, AND RESPONDING

CREATING means generating original work in the arts. This may include, but should not be limited to, the expression of a student's unique ideas, feelings, and responses in the form of a visual image, a character, a written or improvised dramatic work or the composition or improvisation of a piece of music or dance.

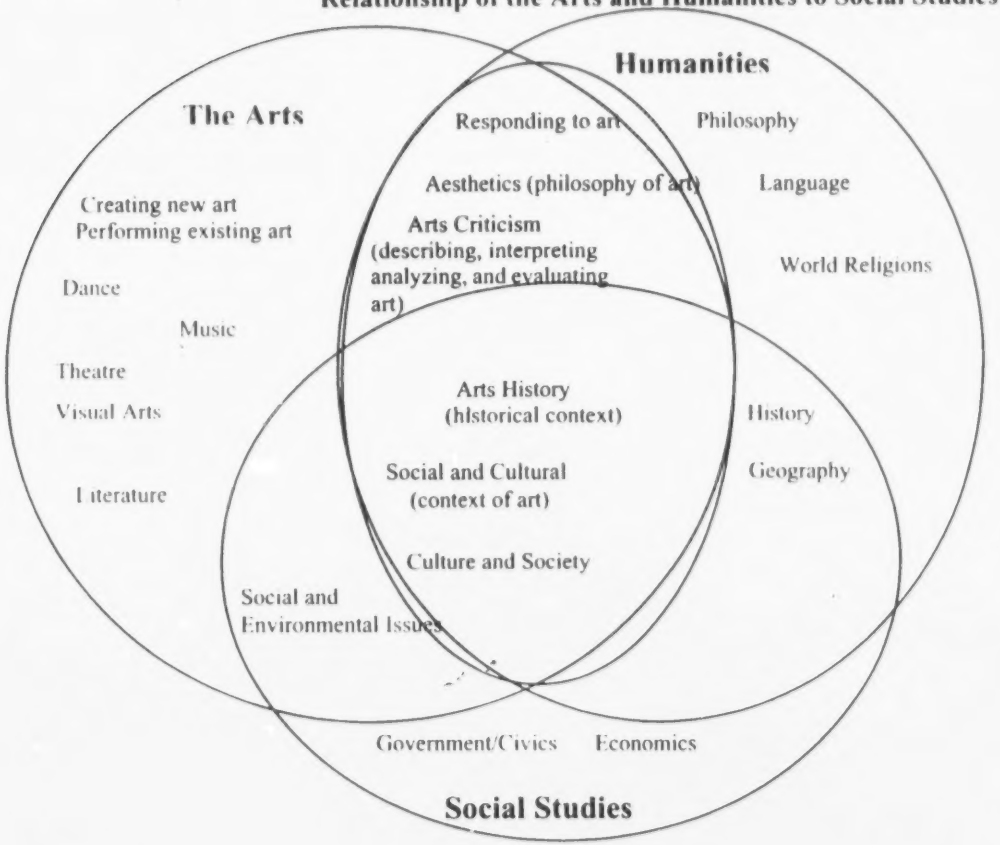
PERFORMANCE means recreating an existing work, a process that calls upon the student's interpretive skills. In the Visual Arts, performance may include the creation of an original work.

RESPONDING refers to the interaction between a student and a particular medium and is central to the creative and performing processes. A response can be verbal or nonverbal, and it results from a judgment or evaluation based on criteria established by an individual, a group, or culture.

CURRICULAR RELATIONSHIP

The Arts and Humanities have unique qualities that are distinctly different from any other curricular area. They also share many properties and connect with almost all other subjects in the curriculum. Figure 2 (on the next page) shows how the Arts and Humanities relate to Social Studies. The shaded areas of the diagram indicate the specific focus for the Arts and Humanities portion of the KCCT assessment.

Relationship of the Arts and Humanities to Social Studies in Kentucky



Adapted from a publication by Dr. Scott C. Shuler.

BEST COPY AVAILABLE

Connecticut State Department of Education

Collaborative Arts Learning Matrix

Since all Kentucky students are assessed in the Arts and Humanities, it is important that specialists and generalists work together to provide arts instruction so that students can acquire the necessary knowledge and skills for participating in, responding to, and appreciating the arts. The following matrix (Figure 3) outlines the responsibilities of the arts specialist and the generalist teacher for teaching "in," "about," and "through" the arts: 1) teaching "in the arts" addresses the *creating* and *performing* components of arts instruction; 2) teaching "about the arts" places emphasis on responding to the arts in relation to a specific knowledge base; 3) teaching "through the arts" is an integrated (humanities) approach to help students gain an *appreciation* for the arts through the historical and cultural influences the arts have had on societies throughout the world. This collaborative approach (between the specialist and the generalist) to arts instruction and student learning is essential for making an arts education more accessible to all Kentucky students.

Figure 3

Responsibilities in Collaborative Arts Learning

	Arts Specialist	Generalist Teacher
Teaching in the Arts	Plan Instruction Deliver Instruction	Reinforce and Assist With Curriculum Planning
Teaching about the Arts	Collaborative Planning and Delivery	Collaborative Planning and Delivery
Teaching through the Arts	Reinforce and Assist With Curriculum	Plan Instruction Deliver Instruction

Core Content for Arts and Humanities Assessment

The code numbers that are listed before each content statement are used to identify, track, and collect data on KCCT questions. The codes are explained below.

- AH represents Arts and Humanities.
- The next letter indicates the level (E= Elementary Level, M=Middle Level, H=High School Level).
- The first numeral on the left indicates the arts discipline (1=Music, 2=Dance, 3=Drama/Theatre, 4=Visual Arts, 5=Literature).
- The second numeral from the left indicates the content strand (1=Elements, 2=History and Culture, 3=Humanities).
- The third numeral from the left indicates the artistic process (1=Creating, 2=Performing, 3=Responding, 4=Creating/Performing).
- The fourth numeral indicates the specific content bullet. In the high school Humanities section, there are twelve categories which means that this fourth place holder may have two digits (10, 11, 12). There is no period between the third and fourth place holder.

Several examples are given below:

AH-E-1.2.33 = Arts and Humanities, Elementary, Music, History and Culture, Responding, Bullet number 3.

AH-M-3.1.45 = Arts and Humanities, Middle Level, Drama/Theatre, Elements, Creating/Performing, Bullet number 5.

AH-H-4.3.312 = Arts and Humanities, High School Level Visual Arts, Humanities, Responding, Modern and Contemporary Bullet

Core Content for Arts and Humanities Assessment
Primary through Grade 5 with Assessment at Grade 5
Music

Elements of Music		
Creating	**Performing**	**Responding**
AH-E-1.1.11 *Create and notate short, simple melodies that demonstrate melodic shape/contour and meter. [PE] (1.14, 2.22, 2.23)* **AH-E-1.1.12** *Create simple melodic or rhythmic accompaniments to given melodies. [EPE](1.14, 2.22, 2.23)* **AH-E-1.1.13** *Improvise answers in similar style to given rhythmic and/or melodic phrases. [EPE] (1.14, 2.22, 2.23)*	**AH-E-1.1.21** *Sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble. [EPE] (1.14.2.22)* **AH-E-1.1.22** *Perform simple rhythmic, melodic, or chordal patterns on classroom instruments. [EPE] (1.14, 2.22)* **AH-E-1.1.23** *Sing rote melodies accurately. [EPE] (1.14, 2.22)* **AH-E-1.1.24** *Evaluate own musical performance or composition by citing appropriate musical elements. [EPE] (1.14, 2.23, 2.24)* **AH-E.1.1.25** *Recognize and demonstrate the relationship between elements of music and expressive qualities of movement (e.g., tiptoeing to illustrate quiet music). [EPE] (1.14, 1.15, 2.23)*	Identify and define elements of music: **AH-E.1.1.31** Rhythm: meter (duple, triple), time (meter) signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, and 8th notes and rests), fermata (1.14, 2.24) **AH-E.1.1.32** Tempo: slow, fast. (1.14, 2.24) **AH-E-1.1.33** Melody: shape, direction (up, down, same, step, skip), treble clef sign, pitch notation (notes from middle C to F at top of staff), high vs. low notes (pitches) (1.14, 2.24) **AH-E.1.1.34** Harmony: unison, parts, intervals, tonality (major, resting "home" tone) **AH-E-1.1.35** Form: call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs (1.14, 2.24) **AH-E.1.1.36** Timbre: instrument families (brass, woodwind, string, percussion, folk), voice parts (high, low), sounds of voices and instruments (1.14, 2.24) **AH-E.1.1.37** Dynamics: soft (piano), medium soft (mezzo piano), medium loud (mezzo forte), loud (forte) (1.14, 2.24) **AH-E-1.1.38** Identify and discuss simple musical forms (see list under elements) (2.23) **AH-E-1.1.39** Recognize and be able to distinguish families of instruments (brass woodwind, percussion, string, folk) and/or vocal timbres. (2.23)

Historical and Cultural Context		
Creating	**Performing**	**Responding**
		AH-E-1.2.31 Identify similarities and differences in musical elements used in the music of Native American, American Folk, and West African cultures, including instruments unique to each culture. (2.23, 2.24, 2.25, 2.26) **AH-E-1.2.32** Identify and discuss various styles of music (blues, spirituals, popular, rock, rap, country, game songs, folk songs, work songs, lullabies, marches, patriotic, bluegrass). (2.24, 2.25, 2.26) **AH-E.1.2.33** Identify composers (Bach, Handel, Vivaldi) and instruments (organ,

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements reference appropriate Academic Expectations.

		harpsichord, orchestral families) unique to the Baroque period. (2.25)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Primary through Grade 5 with Assessment at Grade 5
Dance

Dance Elements, Movements, and Forms		
Creating	**Performing**	**Responding**
AH-E-2.1.11 *Create movement ideas which could be used to compose a dance using locomotor and non-locomotor movement.[PE] (1.15, 2.22)* **AH-E.2.1.12** *Create movement patterns using locomotor and non-locomotor movement. [EPE] (1.15, 2.22)* **AH-E-2.1.13** *Create a dance that uses the elements of dance (space, time, and force) with locomotor and non-locomotor movements. [EPE] (1.15, 2.22)* **AH-E.2.1.14** *Create a dance with a beginning, middle, and end that communicates ideas, thoughts, and feelings. [EPE] (1.15,* 2.22)	**AH-E-2.1.21** *With a partner or in a small group, perform a dance using the elements of dance with locomotor and non-locomotor movements. [EPE] (1.15, 2.22)*	**AH-E-2.1.31** Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: space (shape, level, direction, pathways), time (beat, tempo), and force (use of energy while moving). (1.15, 2.23) **AH-E.2.1.31** Discuss how the elements of dance and the expressive qualities of movement (ideas, emotions) contribute to the idea of the dance. (1.15, 2.23) **AH-E-2.1.31** Describe how locomotor (walk, run, skip, hop, jump, slide, leap, gallop) and non-locomotor (bend, stretch, twist, swing) movements are used to create simple dances with a beginning, middle, and end. (1.15, 2.23) **AH-E.2.1.31** Explain how dance movements are similar and different from everyday movements (e.g., brushing hair, tying shoes, walking). (1.15, 2.23) **AH-E.2.1.32** Use appropriate terminology to describe how two examples of dance are similar and/or different. (1.15, 2.25, 2.26) **AH-E.2.1.33** Explain, using appropriate terminology, how dance communicates ideas, thoughts, and feelings. (1.15, 2.23)
Historical and Cultural Context		
Creating	**Performing**	**Responding**
	AH-E-2.2.21 *Perform traditional folk dances, square dances, and ethnic dances. [EPE] (2.25)*	**AH-E-2.2.31** Explain how dance has been a part of cultures and time periods throughout history. (1.15, 2.23, 2.25) **AH-E-2.2.32** Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet). (1.15, 2.25) **AH-E-2.2.33** Describe, using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American, Colonial American), purposes, and styles. (1.15, 2.23, 2.25, 2.26)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Primary through Grade 5 with Assessment at Grade 5
Drama/Theatre

Elements of Drama, Production, and Performance	
Creating/Performing	**Responding**
AH-E-3.1.41 *Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling). [EPE] (2.22, 2.24)* **AH-E-3.1.42** *Create a performance using the elements of production representing specific cultures, periods, and styles (folktales, myths and legends of West Africa, Native America, and Colonial America). [EPE] (2.22, 2.24, 2.25)* **AH-E-3.1.43** *Improvise to tell stories that show action and have a clear beginning, middle, and end.[EPE] (2.24)*	**AH-E-3.1.31** Identify and discuss the dramatic elements (plot or story line, beginning, middle, end, dialogue, monologue, conflict) in literature, films, and plays. (2.23, 2.24) **AH-E-3.1.32** Revise a short story passage into a simple dialogue format. (2.22) **AH-E-3.1.33** Identify and discuss elements of production (scenery, costumes, props, sound and music, makeup, and roles) and elements of performance (character, movement, vocal expression, speaking style, listening, acting, storytelling) in a variety of works. (2.23, 2.24) **AH-E-3.1.34** Identify and describe basic scenery, props, and costumes that would be appropriate for the plot and characters in a short script or story. (2.22, 2.23) **AH-E-3.1.35** Identify and describe characters, their relationships, and their settings and environments, related to a script, scenario, or classroom dramatization. (2.22, 2,23, 2.24, 2.25, 2.26) **AH-E-3.1.36** Use appropriate drama terminology to reflect on, interpret, revise, and critique personal dramatic creations and those of others. (2.23) **AH-E-3.1.37** Identify and compare the similarities and differences between audiences attending live performances and audiences viewing theatre, film, and television. (2.23) **AH-E-3.1.38** Identify and discuss a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling).
Historical and Cultural Context	
Creating/Performing	**Responding**
	AH-E-3.2.31 Discuss the effects of time and place on dramatic works. (2.25) **AH-E-3.2.32** Discuss specific cultures (West African, Native American), periods (Colonial American) and styles (folk tales, myths, and legends) within dramatic works. (2.25, 2.26)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Primary through Grade 5 with Assessment at Grade 5
Visual Arts

Art Elements, Principles, Media and Processes	
Creating/Performing	**Responding**
AH-E-4.1.41 *Create artwork using the elements of art and principles of design. [PE] (1.13, 2.22)* **AH-E-4.1.42** *Use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork. [PE] (2.22)*	**AH-E-4.1.31** Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design). (1.13, 2.23) **AH-E-4.1.32** Art elements - line, shape, form, texture, and color (primary and secondary hues) and color groups (warm, cool, neutral) **AH-E-4.1.33** Principles of design - organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (light/dark) **AH-E-4.1.34** Describe a variety of media and art processes used to produce two-dimensional (2-D) and three-dimensional (3-D) artwork. (1.13, 2.22) **AH-E-4.1.35** Media - crayon, pencil, paint, fabric, yarn, clay, paper, papier-mâche (used to produce artworks) **AH-E-4.1.36** Media - stone, wood, and metal (properties of media need to be known in order to respond to artworks) **AH-E-4.1.37** Art processes: two-dimensional - drawing, painting, and collage **AH-E-4.1.38** Art processes: three-dimensional - pottery, sculpture, and weaving **AH-E-4.1.39** Analyze how an artist uses various media and processes to communicate meaning in a work of art. (1.13, 2.23)
Historical and Cultural Context	
Creating/Performing	**Responding**
	AH-E-4.2.31 Identify various purposes for creating works of art. (1.13, 2.23) **AH-E-4.2.32** Purposes of Art - expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects) (1.13, 2.23) **AH-E-4.2.33** Identify the role of visual arts in different cultures. (1.13, 2.23, 2.24, 2.25, 2.26) **AH-E-4.2.34** Cultures: Native American, Early American (folk/Appalachian), West African (Ivory Coast) **AH-E-4.2.35** Recognize that artists choose to express themselves in different styles and subject matters. (2.23, 2.24, 2.25, 2.26) **AH-E-4.2.36** Styles: realistic, abstract, non-objective **AH-E-4.2.37** Subject Matters: landscape, portrait, and still life (2.23, 2.24, 2.25, 2.26)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 6 through 8 with Assessment at Grade 8
Music

Elements of Music		
Creating	**Performing**	**Responding**
AH-M-1.1.11 *Create and notate in similar style answers to musical phrases. [PE] (1.14, 2.22,2.23)* **AH-M-1.1.12** *Improvise variations on given melodies. [EPE] (1.14, 2.22)* **AH-M-1.1.13** *Compose and notate short pieces of music demonstrating unity/variety, tension/release, and balance. [EPE] (1.14, 2.22, 2.23)*	**AH-M-1.1.21** *Use electronic/synthesized sounds, electronic instruments, and/or computers to perform music. [PE](1.14, 2.22, 2.33)* **AH-M-1.1.22** *Sing or play alone, and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice). [EPE] (1.14, 2.22)* **AH-M-1.1.23** *Sing familiar songs accurately and expressively. [EPE] (2.22, 1.14)* **AH-M-1.1.24** *Analyze, interpret, and evaluate the quality of own composition and performance using specific musical terms and elements to describe technical and expressive qualities. [PE] (1.14, 2.22, 2.23, 2.24, 2.25, 2.26)*	tify and define elements of music and their symbols: (2.22, 2.23, 2.24) **AH-M-1.1.31** Rhythm: syncopation, time signature (6/8), asymmetrical meter (5/4), rhythmic durations (16th notes and rests, dotted notes) **AH-M-1.1.32** Tempo: Allegro, Moderato, Largo **AH-M-1.1.33** Melody: phrase, cadence, bass clef sign; pitch notation (notes): letter names of bass clef, lines and spaces, sharps(#), flats (*b*); key signatures: up to 2 flats and 2 sharps **AH-M-1.1.34** Harmony: harmonic progression, triads (chords) based on major/minor scale patterns of whole and half steps **AH-M-1.1.35** Form: rondo, theme and variations, 1st and 2nd endings, D.C. (da capo), D.S. (dal segno), al fine, coda, coda sign **AH-M-1.1.36** Timbre: acoustic instruments, synthesized sounds, electronic instruments, voices (soprano, alto, tenor, bass), keyboards **AH-M-1.1.37** Dynamics: crescendo, decrescendo, very loud (fortissimo), very soft (pianissimo), dynamic markings: pp, p, mp, mf, f, ff, <, > **AH-M-1.1.38** Describe the use of elements in musical examples. (2.22, 2.23, 2.24, 2.25, 2.26) **AH-M-1.1.39** Analyze musical forms (see list under elements). (1.14, 2.23) **AH-M-1.1.310** Identify and classify folk and orchestral instruments according to family. (2.23) **AH-M-1.1.311** Distinguish between voice parts (soprano, alto, tenor, and bass). (2.23)
Historical and Cultural Context		
Creating	**Performing**	**Responding**
		AH-M-1.2.31 Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music from European and Asian cultures using appropriate vocabulary. (2.25, 2.26) **AH-M-1.2.32** Identify and compare various styles of music (jazz, spirituals/gospel, Broadway musicals, opera, ballads). (2.24, 2.25, 2.26) Analyze, interpret, and evaluate how factors such as time, place, and ideas are reflected in the music of the Renaissance, Baroque, Classical, Romantic, and 20th Century. (2.22, 2.23, 2.24, 2.25, 2.26)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test. Numbers in parentheses at the end of the statement reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 6 through 8 with Assessment at Grade 8
Dance

Dance Elements, Movements, and Forms		
Creating	**Performing**	**Responding**
AH-M-2.1.11 *Create movement ideas that could be used to compose a dance based upon a theme, using dance elements and principles of choreography which include contrast and transition. [PE] (1.15, 2.22)* **AH-M-2.1.12** *Compose a dance using locomotor (step-hop, grapevine, polka, waltz, two-step) and non-locomotor movements (push, pull, rise, fall, dodge, sway) to express an idea and/or emotions. [PE] (1.15, 2.22)* **AH-M-2.1.13** *Create a group dance with 2-3 other people using dance elements and principles of contrast and transition using one of the following compositional forms: AB, ABA, call and response, or narrative. [EPE] (1.15, 2.22, 2.23)* **AH-M-2.1.14** *Compose a short dance (at least 32 counts) based on a theme. [EPE] (1.15, 2.22)*	**AH-M-2.1.21** *Accurately recall and reproduce a dance sequence at least 32 counts in length. [EPE] (1.15, 2.22, 2.23)* **AH-M-2.1.22** *Reproduce a rhythmic pattern by clapping, playing a rhythmic instrument, or moving. [EPE] (1.15, 2.22)* **AH-M-2.1.23** *Demonstrate and describe skills of body alignment, balance, isolation of body parts, elevation, and landing while moving. [EPE] (1.15, 2.22)* **AH-M-2.1.24** *Describe the movement, dance elements, and steps in a live or videotaped performance using appropriate dance vocabulary. [PE] (1.15, 2.23)* **AH-M-2.1.25** *Observe and critique dance by identifying theme, dance styles, characteristics of the style, and elements of dance used. [PE] (1.15, 2.23)*	**AH-M-2.1.31** Recognize and discuss, using appropriate dance vocabulary, how dance elements: space (focus, size); time (accent, rhythmic pattern, duration); force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) are used to express thoughts, ideas, and feelings in dance. (1.15, 2.23) **AH-M-2.1.32** Discuss how dances are composed of a variety of locomotor (step-hop, grapevine, polka, waltz, two-step) and non-locomotor (push, pull, rise, fall, dodge, sway) movements. (1.15, 2.23) **AH-M-2.1.33** Explain dance movements and how they differ from other movements (athletic, pedestrian). (1.15, 2.23, 2.25) **AH-M-2.1.34** Design a warm-up exercise and explain how it prepares the body for expression. (1.15, 2.22, 2.23) **AH-M-2.1.35** Analyze, interpret, and evaluate the use of compositional forms (AB, ABA, call and response, narrative) in dance. (1.15, 2.23, 2.24) **AH-M-2.1.36** Analyze, interpret, and evaluate the skills of body alignment, balance, isolation of body parts, elevation, and landing. (1.15, 2.23)
Historical and Cultural Context		
Creating	**Performing**	**Responding**
		AH-M-2.2.31 Discuss contributions of dance to society as both an activity and an art form. (1.15, 2.23, 2.25) **AH-M-2.2.32** Identify and describe dances from different cultures (Latin American, Caribbean), purposes (ceremonial - initiation; recreational - square dance, tap, social; artistic - ballet, jazz) and/or styles. (1.15, 2.25, 2.26)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test. Numbers in parentheses at the end of the statement reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 6 through 8 with Assessment at Grade 8
Drama/Theatre

Elements of Drama, Production, and Performance	
Creating/Performing	**Responding**
AH-M-3.1.41 *Create a script that can be used in a dramatic performance. [PE] (2.22)* **AH-M-3.1.42** *Use the elements of production to create a dramatic work. [PE] (2.22, 2.23)* **AH-M-3.1.43** *Improvise short dialogues and monologues to describe ideas and events. [PE] (2.23, 2.24, 2.25, 2.26)* **AH-M-3.1.44** *Create a design to communicate setting and mood using music and a variety of sound sources. [PE] (2.23, 2.24, 2.25, 2.26)* **AH-M-3.1.45** *Assume roles that communicate aspects of a character and contribute to the action based on experience, imagination, or characters in literature, history, or script. [EPE] (1.15, 2.22, 2.23, 2.24, 2.25, 2.26)* **AH-M-3.1.46** *Create characters using the elements of performance. [PE] (2.22)* **AH-M-3.1.47** *Create and describe characters based upon the observation of interactions, ethical choices, and emotional responses of people. [PE] (2.22, 2.23)*	<u>Identify and define the components of drama/theatre:</u> **AH-M-3.1.31** Elements of drama: plot development, rising action, turning point, falling action, suspense, theme, language, empathy, motivation, discovery **AH-M-3.1.32** Elements of production: staging, scenery, props, lighting, sound, costumes, make-up **AH-M-3.1.33** Elements of performance: breath control, diction, body alignment, control of isolated parts of the body **AH-M-3.1.34** Compare and contrast the use of the elements of drama in a variety of works using appropriate vocabulary. (2.23, 2.24, 2.25) **AH-M-3.1.35** Identify elements of production for a scripted scene, using appropriate vocabulary. (2.23, 2.24) **AH-M-3.1.36** Describe, using appropriate vocabulary, how the elements of production communicate setting and mood. (2.23, 2.24) **AH-M-3.1.37** Describe characters' use of elements of performance, using appropriate vocabulary. (2.23) **AH-M-3.1.38** Identify and describe the types of stages (arena, thrust, proscenium). (2.23, 2.24) **AH-M-3.1.39** Identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers - scenery, props, lighting, sounds, costume, make-up) **AH-M-3.1.310** Discuss the collaborative artistic processes of planning, playing, responding, and evaluating a performance. (2.23) **AH-M-3.1.311** Compare and contrast the forms of theatre, musical theatre, TV, film, and dance using appropriate vocabulary. (2.22, 2.23) **AH-M-3.1.312** Relate the theme of a theatrical work to personal experiences. (2.23)
Historical and Cultural Context	
Creating/Performing	**Responding**
	AH-M-3.2.31 Identify the characteristics of theatrical works from different cultures, periods, and styles (Greek, Elizabethan, Modern). (2.23, 2.24, 2.25, 2.26) **AH-M-3.2.32** Discuss how diverse cultures, periods, and styles affect drama. (2.23, 2.25, 2.26)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test. Numbers in parentheses at the end of the statement reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 6 through 8 with Assessment at Grade 8
Visual Arts

Art Elements, Principles, Media, and Processes	
Creating/Performing	**Responding**
AH-M-4.1.41 *Create art for specific purposes using the elements of art and principles of design to communicate ideas. [PE] (1.13, 2.22)* **AH-M-4.1.42** *Effectively use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences. [PE] (1.13, 2.22)*	**AH-M-4.1.31** Describe, analyze, and/or interpret works of art using visual art terminology. (1.13, 2.22, 2.23, 2.24) **AH-M-4.1.32** Art Elements: line, shape, color (tints and shades) and color groups (monochromatic), form, texture, space (positive/negative and perspective), and value (light and shadow). **AH-M-4.1.33** Principles of Design: repetition, pattern, balance (symmetry/asymmetry), emphasis (focal point), contrast (light and dark), rhythm, proportion, and movement. **AH-M-4.1.34** Identify and describe a variety of art media, art processes, and subject matter to communicate ideas, feelings, experiences, and stories. (1.13, 2.22, 2.23) **AH-M-4.1.35** Media: two dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, and pastels **AH-M-4.1.36** Media: three-dimensional - clay, papier-maché, found objects (used to produce artwork), wood, glass, metal, and stone (Properties of media need to be known in order to respond to artworks). **AH-M-4.1.37** Art Processes: two-dimensional - painting, fabric design, printmaking, and mosaics **AH-M-4.1.38** Art Processes: three-dimensional - ceramics, sculpture, and architecture **AH-M-4.1.39** Subject Matter: landscape, portrait, still life, abstract, and non-objective
Historical and Cultural Context	
CREATING/PERFORMING	**Responding**
	AH-M-4.2.31 Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists, and/or styles. (1.13, 2.23, 2.24, 2.25, 2.26) **AH-M-4.2.32** Purposes of Art - ritual, (celebration, commemoration), imitate nature (reflect the world), expressive (personal expression), narrative (make a point) **AH-M-4.2.33** Cultures - ancient and lineage-based cultures (Near Eastern, African, European, Native American), Asian (general characteristics), and Latin American **AH-M-4.2.34** Periods - Renaissance, 19th Century (Impressionism, Realism, Naturalism)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test. Numbers in parentheses at the end of the statement reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 6 through 8 with Assessment at Grade 8
Literature

Elements of Literature	
Creating/Performing	**Responding**
	AH-M-5.1.31 Analyze the characters' actions, considering their situations and basic motivations. (1.2, 2.24, 2.25) **AH-M-5.1.32** Explain how an author uses the elements of literature (plot and structure, characters, setting, point of view, language and style, and theme) to create literary work. (1.2, 2.23) **AH-M-5.1.33** Identify characteristics of fiction and nonfiction and literary genres (folk literature, poetry, essays, plays, short stories, novels). (1.2, 2.23)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test. Numbers in parentheses at the end of the statement reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 9 through Grade 11 with Assessment at Grade 11
Music

Elements of Music		
Creating	**Performing**	**Responding**
AH-H-1.1.11 *Create and notate, in a similar style, a musical phrase which answers a given musical phrase. [EPE] (2.22)* **AH-H-1.1.12** *Improvise melodic embellishments and variations on given melodies. [EPE] (2.22)* **AH-H-1.1.13** *Compose and notate short simple pieces of music which demonstrate some or all of the following: unity/variety, tension/release, and balance. [EPE] (2.22)*	**AH-H-1.1.21** *Sing or play a given piece of music by reading music notation (with practice). [EPE] (2.22)* **AH-H-1.1.22** *Sing familiar songs accurately and expressively. [EPE] (2.22)* **AH-H-1.1.23** *Analyze, interpret and evaluate other or own compositions and performances, using specific musical terms and elements to describe their technical and expressive qualities. [PE] (2.23)* **AH-H-1.1.24** *Compare and contrast the quality of compositions and performances, using specific musical terms and elements to describe their technical and expressive qualities. [PE] (2.23)*	**AH-H-1.1.31** Identify and discuss characteristics of extended musical forms [including overture, sonata, symphonic movements, and opera (overture, aria, recitative)]. (2.23) **AH-H-1.1.32** Use elements of music (including melodic motif and development) to describe how musicians compose, perform, and improvise. (1.14, 2.22, 2.23, 2.24, 2.25, 2.26) **AH-H-1.1.33** Interpret music notation and symbols. This includes all previous notation and symbols introduced in fifth and eighth grades, with addition of the grand staff (treble and bass clefs, including middle c). (1.14, 2.23) **AH-H-1.1.34** Identify skills and training necessary for a variety of careers related to music. (2.23, 2.24)
Historical and Cultural Context		
Creating	**Performing**	**Responding**
		AH-H-1.2.31 Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music from European and Latin American cultures. (2.25, 2.26) **AH-H-1.2.32** Analyze and describe how factors such as time, place, and belief systems are reflected in music (See Arts and Humanities Reference Chart). (2.25) **AH-H-1.2.33** Analyze and describe music's influence on belief systems, its influence on history, and its ability to shape culture [(e.g., patriotic songs, music as marketing, protest songs, current popular music strongly influenced by African-American and Hispanic themes (See Arts and Humanities Reference Chart)]. (2.25) **AH-H-1.2.34** Compare a work of music to a work from the same stylistic period in another arts discipline [(e.g., Impressionism: Monet to Debussy). (See Arts and Humanities Reference Chart)].

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements of reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 9 through Grade 11 with Assessment at Grade 11
Humanities (Music)

Reference Chart	
Major Movements/Time Periods/Cultures:	**Music**
AH-H-1.3.33 Classical Greece and Rome 800BC - 400AD Instructs and perfects humans: ritual worship. Presents the universal ideal of beauty through logic, order, reason, and moderation	**Pythagoras-music theory**
AH-H-1.3.35 Medieval 400-1400 Instructs in Christian faith. Appeals to the emotions, stresses importance of religion.	**Byzantine, Gregorian Chant, beginning of polyphony**
AH-H-1.3.36 Renaissance 1400-1600 Reconciles Christian faith and reason. Promotes "rebirth" of the classical ideal. Allows new freedom of thought.	**counterpoint, Palestrina**
AH-H-1.3.37 Baroque 1600-1750 Rejects the limits of previous styles. Restores the power of the monarchy/church: excess, ornamentation, contrasts, tensions, energy.	**fugue, Bach, Vivaldi**
AH-H-1.3.38 Neo-Classicism/"Classical" 1750-1820 Style in music. Reacts to the excesses of monarchy and ornamentation of the Baroque. Returns to order, reason, and structural clarity.	**Mozart, Beethoven, Haydn**
AH-H-1.3.39 Romanticism 1825-1900 Revolts against neo-classical order/reason. Returns to nature/imagination: freedom, emotion, sentimentality, and spontaneity; interest in the exotic, patriotic, primitive, and supernatural.	**Beethoven, Tchaikovsky, Wagner**
AH-H-1.3.311 Impressionism and Post-Impressionism 1850-1920 Shows the effects of light and atmospheric conditions. Spontaneously captures a moment of time. Expresses reality in different ways.	**Debussy, Ravel**
AH-H-1.3.312 Modern and Contemporary 1900-Present Breaks with or redefines the conventions of the past. Uses experimental techniques. Shows the diversity of society and the blending of cultures.	**Copland, Stravinsky, Ellington, Gershwin, folk, popular, jazz**

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements of reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 9 through Grade 11 with Assessment at Grade 11

Dance

Elements of Dance		
Creating	**Performing**	**Responding**
AH-H-2.1.11 *Create a dance sequence through improvisation using the elements of dance (space, time, force). [EPE] (1.15, 2.22)* **AH-H-2.1.12** *Identify the theme of a dance observed on video or live. [PE](2.23)* **AH-H-2.1.13** *Work cooperatively with partners or group of students to create a dance that communicates ideas, thoughts, or feelings. [EPE] (1.15, 2.22)*	**AH-H-2.1.21** *Memorize and perform a short dance (at least 32 counts or longer) that incorporates at least two different rhythmic patterns that can be reproduced (e.g., clapping, moving, playing a hand instrument). [EPE] (1.15, 2.22,* **AH-H-2.1.22** *Demonstrate appropriate alignment, strength, and flexibility while performing dance movement. [EPE] (1.15)* **AH-H-2.1.23** *Perform an expressive dance communicating an idea, thought, or feeling. [EPE] (1.15)* **AH-H-2.1.24** *Perform dances utilizing various forms. [EPE] (1.15, 2.25) -choreographic forms: theme and variations, rondo, round; narrative-social forms: fox trot, waltz, jitterbug, cha-cha.* **AH-H-2.1.25** *Describe how the choreographer's movement choices in a live or video performance communicate ideas throughout the dance. [PE] (1.15, 2.23, 2.24)* *Identify and describe the choreographic structure (i.e., dance form) in a live or video dance performance. [PE] (1.15, 2.22,2.23)*	**AH-H-2.1.31** Describe and analyze the relationship among music, costumes, lighting, props/scenery and choreography. (1.15, 2.23) **AH-H-2.1.32** Analyze, interpret, or evaluate the following compositional dance forms: (1.15, 2.23, 2.25) **AH-H-2.1.33** Choreographic: theme and variation, rondo, round, narrative. **AH-H-2.1.34** Social: fox-trot, waltz, jitterbug, cha-cha. **AH-H-2.1.35** Critique the meaning of a dance based on form and movements from the perspective of a dancer and/or an audience member. (1.15, 2.23) **AH-H-2.1.36** Identify skills and training for a variety of careers related to dance. (2.23, 2.24).
Historical and Cultural Context		
Creating	**Peforming**	**Responding**
AH-H-2.2.11 *Create a short dance which communicates a contemporary social issue based on a historical event(s) or literary character(s). [EPE](1.15, 2.23)*	**AH-H-2.2.21** *Perform dances from various historical periods and cultures. [EPE] (1.15, 2.25)*	**AH-H-2.2.31** Discuss how dance reflects history and culture. (See Arts and Humanities Reference Chart) (1.15, 2.23, 2.25) **AH-H-2.2.32** Discuss how dance can portray thematic ideas and society, political and social beliefs. (2.23, 2.24, 2.25) Describe the similarities and differences in recreational, artistic, and ceremonial dance styles. (recreational: ballroom, line dancing, aerobic; artistic: folk, modern, jazz, ballet, musical, theatrical, ethnic; ceremonial: commemorative, conflict.) (See Arts and Humanities Reference Chart) (1.15, 2.23, 2.26)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements of reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 9 through Grade 11 with Assessment at Grade 11

Humanities (Dance)

Reference Chart	
Major Movements/Time Periods/Cultures	**Dance**
AH-H-2.3.31 Ancient and lineage-based Cultures Near Eastern, African, European, Native American	**ritual in African dance/Native American dance**
AH-H-2.3.35 Medieval 800-1400 Instructs in Christian faith. Appeals to the emotions, stresses importance of religion	**Tarantella**
AH-H-2.3.36 Renaissance 1400-1600 Reconciles Christian faith and reason. Promotes "rebirth" of the classical ideal. Allows new freedom of thought.	**court dances**
AH-H-2.3.37 Baroque 1580-1700 Rejects the limits of previous styles. Restores the power of the monarchy/church: excess, ornamentation, contrasts, tensions, and energy.	**Development of Ballet by Louis XIV**
AH-H-2.3.39 Romanticism 1760-1870 Revolts against neo-classical order/reason. Returns to nature/imagination: freedom, emotion, sentimentality, and spontaneity; interest in the exotic, patriotic, primitive, and supernatural.	**Golden Age of Ballet**
AH-H-2.3.310 Realism 1820-1920 Seeks the truth. Finds beauty in the commonplace. Focuses on the Industrial Revolution and the conditions of working class	**folk and social dance**
AH-H-2.3.311 Modern and Contemporary 1900-Present Breaks with or redefines the conventions of the past. Uses experimental techniques. Shows the diversity of society and the blending of cultures.	**Alvin Ailey, Balanchine, Baryshnikov, Fokine, Graham**

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements of reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 9 through Grade 11 with Assessment at Grade 11
Drama/Theatre

Elements of Drama, Production, and Performance	
Creating/Performing	**Responding**
AH-H-3.1.41 *Select visual and sound elements (e.g., music, sound effects, actor's voice) to clearly support the setting of a scripted drama. [PE] (2.22, 2.23)* **AH-H-3.1.42** *Create a dramatization of a literary work. [PE] (2.22)* **AH-H-3.1.43** *Research and make artistic choices [e.g., scenery, qualities the actors take on (voice, accent, mannerism), direction, stage management] for dramatic production that reflects culture, history, and symbolism. [EPE] (2.22, 2.23)* **AH-H-3.1.44** *Demonstrate acting skills to develop characterizations that illustrate artistic choices and believable characters. [EPE] (2.23)* **AH-H-3.1.45** *Interpret dramatic works by applying knowledge and skills of the components of drama and theatre (e.g., monologue, dialogue, soliloquy, character, motivation, voice, sensory recall). [PE] (2.23)*	**AH-H-3.1.31** Identify and discuss, using appropriate terminology, the use of dramatic structure [e.g., exposition, development, climax, reversal, denouement (also illustrated in Freytag's Pyramid), tension]; character (e.g., protagonist, antagonist); literary devices (e.g., symbolism, foreshadowing); and components of drama/theatre (dialogue, monologue, soliloquy, ensemble, body, voice, script, sensory recall). (2.23, 2.24) **AH-H-3.1.32** Analyze descriptions, dialogue, and actions within a script or text to discover, articulate, and justify character motivation. (2.22, 2.23, 2.24, 2.25, 2.26) **AH-H-3.1.33** Describe how a work of literature is selectively modified through theatre to enhance the expression of ideas and emotions. (2.23, 2.24) **AH-H-3.1.34** Identify skills and training necessary for a variety of careers related to drama. (2.23, 2.24) **AH-H-3.1.35** Compare and contrast how ideas and emotions are expressed in theatre with how ideas and emotions are expressed in dance, music, and visual arts. (2.23, 2.24)
Historical and Cultural Context	
Creating/Performing	**Responding**
	AH-H-3.2.31 Identify specific dramatic works viewed as belonging to particular styles, cultures, times, and places. (2.25, 2.26) **AH-H-3.2.32** Identify cultural, historical, and symbolic clues in dramatic texts which should be researched to assist in making artistic choices for informal (improvised) and formal (rehearsed) productions. (2.25, 2.26) **AH-H-3.2.33** Compare how similar themes are treated in drama from various cultures and historical periods and discuss how theatre can reveal universal themes. (2.23, 2.24, 2.25, 2.26) **AH-H-3.2.34** Analyze and discuss how an individual's cultural experiences affect writing, creating, and performing in theatre. (2.22, 2.23, 2.26) **AH-H-3.2.35** Analyze and classify dramatic works from various periods, styles, and cultures (See the Arts and Humanities Reference Chart), by considering clues such as style, setting, costume, movement, language, and stage directions. (2.23, 2.24, 2.25, 2.26)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements of reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 9 through Grade 11 with Assessment at Grade 11
Humanities (Drama/Theatre)

Reference Chart	
Major Movements/Time Periods/Cultures	**Theatre**
AH-H-3.3.31 Ancient and lineage-based Cultures Near Eastern, African, European, Native American	**religious ritual and ceremony, storytelling**
AH-H-3.3.32 Pacific Rim Asian Cultures: China, Japan, India, Malaysia	**Noh, Kabuki**
AH-H-3.3.33 Classical Greece and Rome 800 BC-400 AD Instructs and perfects humans: ritual worship. Presents the universal ideal of beauty through logic, order, reason, and moderation	**tragedy, Sophocles**
AH-H-3.3.35 Medieval 800-1400 Instructs in Christian faith. Appeals to the emotions, stresses importance of religion.	**Morality plays, Everyman**
AH-H-3.3.36 Renaissance 1400-1600 Reconciles Christian faith and reason. Promotes "rebirth" of the classical ideal. Allows new freedom of thought.	**Commedia dell'arte, Shakespeare**
AH-H-3.3.38 Neo-Classicism/"Classical" 1720-1827 Style in music. Reacts to the excesses of monarchy and ornamentation of the Baroque. Returns to order, reason, and structural clarity.	**satire**
AH-H-3.3.39 Romanticism 1760-1870 Revolts against neo-classical order/reason. Returns to nature/imagination: freedom, emotion, sentimentality, and spontaneity; interest in the exotic, patriotic, primitive, and supernatural.	**melodrama**
AH-H-3.3.310 Realism 1820-1920 Seeks the truth. Finds beauty in the common place. Focuses on the Industrial Revolution and the conditions of working class	**Ibsen**
AH-H-3.3.312 Modern and Contemporary 1900-Present Breaks with or redefines the conventions of the past. Uses experimental techniques. Shows the diversity of society and the blending of cultures	**musical theatre, contemporary comedy/tragedy**

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements of reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 9 through Grade 11 with Assessment at Grade 11

Visual Arts

Art Elements, Principles, Media, and Processes	
Creating/Performing	**Responding**
AH-H-4.1.41 *Incorporate the elements of art and principles of design to generate several solutions to a variety of visual art problems. [PE] (1.13, 2.22, 2.23)* *Use media and processes, subject matter, symbols, ideas, and themes to communicate cultural and aesthetic values. [PE] (2.23)*	**AH-H-4.1.31** Describe works of art using appropriate terminology. (1.13, 2.23) **AH-H-4.1.32** Art Elements: color and color theory: primary and secondary hues, values (tints and shades), intensity (brightness and dullness); color relationship: triadic, complementary, analogous. **AH-H-4.1.33** Principles of Design: Balance (symmetry/asymmetry), emphasis (focal pattern), pattern, repetition, contrast, variety, movement, rhythm, proportion, transition/gradation, and unity. **AH-H-4.1.34** Defend personal interpretations of works of art and architecture by using arguments. (2.23, 2.24) **AH-H-4.1.35** Identify skills and training necessary for a variety of careers in visual arts. (2.23, 2.24)
Historical and Cultural Context	
Creating/Performing	**Responding**
	AH-H-4.2.31 Know how media, art processes, subject matter, symbols, ideas, and themes communicate cultural and aesthetic values. (1.13, 2.22, 2.25, 2.26) **AH-H-4.2.32** Media: two-dimensional - paint (watercolor, tempera, oil, and acrylic), fabric, yarn, paper, ink, pastels (oil and chalk), fibers, photography, and computer design **AH-H-4.2.33** Media: three-dimensional - clay, wood (constructive), glass, metal, stone, and plaster **AH-H-4.2.34** Art processes: two-dimensional - drawing, painting **AH-H-4.2.35** Art processes: three-dimensional - textiles, ceramics, sculpture, architecture **AH-H-4.2.36** Subject Matter: portrait, landscape, still-life, abstract, non-objective **AH-H-4.2.37** Analyze, compare, contrast, and interpret the cultural and historical context of artworks using visual arts terminology. (1.13, 2.22, 2.23, 2.24, 2.25, 2.26) **AH-H-4.2.38** Cultures, Periods, and Styles: All styles and periods on Arts and Humanities Reference Chart; general trends in Modern/Contemporary (American, European, Latin American) **AH-H-4.2.39** Purposes of Art: persuasive (advertising, marketing, propaganda); formalist (abstract, non-objective, arrangement of elements and principles as subject matter)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements of reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 9 through Grade 11 with Assessment at Grade 11
Humanities (Visual Arts)

Reference Chart	
Major Movements/Time Periods/Cultures	**Visual Arts**
AH-H-4.3.31 Ancient and lineage-based Cultures Near Eastern, African, European, Native American	**African masks. pyramids**
AH-H-4.3.32 Pacific Rim Asian Cultures, China, Japan, India, Malaysia	**ceramics, textiles**
AH-H-4.3.33 Classical Greece and Rome 800 BC-400 AD Instructs and perfects humans: ritual worship. Presents the universal ideal of beauty through logic, order, reason, and moderation	**Discus Thrower, The Parthenon**
AH-H-4.3.34 Islamic and Judaic 500-700 Worships without " graven images," decorates surface of useful objects.	**Islamic architecture**
AH-H-4.3.35 Medieval 800-1400 Instructs in Christian faith. Appeals to the emotions, stresses importance of religion.	**Byzantine, Gothic, and Romanesque architecture**
AH-H-4.3.36 Renaissance 1400-1600 Reconciles Christian faith and reason. Promotes "rebirth" of the classical ideal. Allows new freedom of thought.	**DaVinci, Michelangelo**
AH-H-4.3.37 Baroque 1580-1700 Rejects the limits of previous styles. Restores the power of the monarchy/ church: excess, ornamentation, contrasts, tensions, energy.	**Rembrandt, Caravaggio**
AH-H-4.3.38 Neo-Classicism/"Classical" 1720-1827 Style in music. Reacts to the excesses of monarchy and ornamentation of the Baroque. Returns to order, reason and structural clarity.	**David, Thomas Jefferson**
AH-H-4.3.39 Romanticism 1760-1870 Revolts against neo-classical order/reason. Returns to nature/imagination: freedom, emotion, sentimentality, spontaneity:, interest in the exotic, patriotic, primitive and supernatural.	**Constable, Goya**
AH-H-4.3.310 Realism 1820-1920 Seeks the truth. Finds beauty in the commonplace. Focuses on the Industrial Revolution and the conditions of working class.	**Courbet, Manet**
AH-H-4.3.311 Impressionism and Post-Impressionism 1850-1920 Shows the effects of light and atmospheric conditions. Spontaneously captures a moment of time. Expresses reality in different ways.	**Monet, Van Gogh, Cassatt, Rodin**
AH-H-4.3.312 Modern and Contemporary 1900-Present Breaks with or redefines the conventions of the past. Uses experimental techniques. Shows the diversity of society and the blending of cultures.	**Picasso, Warhol, O'Keeffe, Dali, Lange, Wright, Jacob Lawrence**

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements of reference appropriate Academic Expectations.

Elements of Literature	
Creating/Performing	**Responding**
	AH-H-5.1.31 Identify the elements of literature (plot and structure, character, setting, point of view, language and style, theme, irony, and symbol) in a work that contribute to the understanding of human experience. (1.2, 2.24, 2.25) **AH-H-5.1.32** Analyze the features and purposes of literary genres (novels, short stories, plays, poetry, essays, biographies). (1.2, 2.24, 2.25) **AH-H-5.1.33** Interpret an author's decisions regarding content (1.2, 2.24, 2.25) **AH-H-5.1.34** Interpret, critique, or evaluate fiction and nonfiction in various genres. (1.2, 2.24, 2.25)
Historical and Cultural Context	
Creating/Performing	**Responding**
	AH-H-5.2.31 Explain how ideas, thoughts, feelings, and cultural traditions are reflected in literary works. (1.2, 2.24, 2.25) **AH-H-5.2.32** Discuss how a literary work can cause change within cultures. (1.2, 2.24, 2.25) **AH-H-5.2.33** Discuss universal themes among various literary movements, time periods, and cultures. (1.2, 2.24, 2.25, 2.26) **AH-H-5.2.34** Discuss how literary works reflect specific literary movements and styles (Classical, Medieval, Renaissance, Romantic, Modern). (1.2, 2.24, 2.25, 2.26)

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements of reference appropriate Academic Expectations.

Core Content for Arts and Humanities Assessment
Grades 9 through Grade 11 with Assessment at Grade 11

Literature

Reference Chart	
Major Movements/Time Periods/Cultures:	**Literature**
AH-H-5.3.31 Ancient and lineage-based Cultures Near Eastern, African, European, Native American	**Gilgamesh Epic**
AH-H-5.3.32 Pacific Rim Asian Cultures: China, Japan, India, Malaysia	**Haiku**
AH-H-5.3.33 Classical Greece and Rome 800 BC-400 AD Instructs and perfects humans: ritual worship. Presents the universal ideal of beauty through logic, order, reason and moderation	**Homer, Plato**
AH-H-5.3.34 Islamic and Judaic 500-700 Worships without " graven images," decorates surfaces of useful objects.	**Torah, Bible, Koran**
AH-H-5.3.35 Medieval 800-1400 Instructs in Christian faith. Appeals to the emotions, stresses importance of religion.	**Arthurian Legends**
AH-H-5.3.36 Renaissance 1400-1600 Reconciles Christian faith and reason. Promotes "rebirth" of the classical ideal. Allows new freedom of thought.	**Machiavelli, Shakespeare**
AH-H-5.3.38 Neo-Classicism/ "Classical" 1720-1827 Style in music. Reacts to the excesses of monarchy and ornamentation of the Baroque. Returns to order, reason and structural clarity.	**Swift**
AH-H-5.3.39 Romanticism 1760-1870 Revolts against neo-classical order/reason. Returns to nature/imagination: freedom, emotion, sentimentality, spontaneity; interest in the exotic, patriotic, primitive and supernatural.	**Dickinson, Wordsworth**
AH-H-5.3.310 Realism 1820-1920 Seeks the truth. Finds beauty in the commonplace. Focuses on the Industrial Revolution and the conditions of working class	**Cather, Dickens, Twain**
AH-H-5.3.311 Impressionism and Post-Impressionism 1850-1920 Shows the effects of light and atmospheric conditions. Spontaneously captures a moment of time. Expresses reality in different ways.	**Kate Chopin, Crane**
AH-H-5.3.312 Modern and Contemporary 1900-Present Breaks with or redefines the conventions of the past. Uses experimental techniques. Shows the diversity of society and the blending of cultures.	**Dunbar, T. S. Eliot, Hughes, Steinbeck, R. P. Warren, Fitzgerald**

NOTE: Items in *Italics (PE and EPE)* are performance events. Performance events are not currently part of the Kentucky Core Content Test.

Numbers in parentheses at the end of statements of reference appropriate Academic Expectations.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☑ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").